DOCUMENT RESUME

ED 111 750 95 SO 008 609

AUTHOR Azzouz, Azzedine; And Others
TITLE Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 4, 1973.
INSTITUTION Agence Tunisienne de Public Relations, Tunis (Tunisia).
SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO TT 74-55073-04
PUB DATE 73
NOTE 48p.; For related document, see SO 008 551; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Adult Education; *Annotated Bibliographies; Art Education; *Comparative Education; Developing Nations; *Educational Development; Educational Philosophy; *Educational Problems; *Educational Research; Educational Theories; Elementary Secondary Education; Higher Education; Mechanical Teaching Aids; Religious Education; Special Education
IDENTIFIERS *Africa; Algeria; Libya; Morocco; Tunisia

ABSTRACT

This annotated bibliography contains 108 English language annotations of newspapers and government publications covering educational materials of interest to North Africans. The materials relate a clear trend toward increased awareness of Arab and Islamic heritage and the adaptation of education to a multilingual population. Citations are categorized by country including Algeria, Libya, Morocco, and Tunisia. Within these major categories are subtopics that include philosophy and theory of education, educational organization, adult education, teaching aids, special education, Arabization and bilingualism, religious education, educational cooperation, artistic education, and a special section on the practical orientation of education in North Africa. Lists of periodicals and authors conclude the bibliography. (DE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED111750

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

ALGERIA

LIBYA

MOROCCO

TUNISIA

Vol. 7 No. 4 1973

SO 008 609

Compiled for the Office of Education
U.S. Department of Health, Education and Welfare
and the National Science Foundation, Washington, D.C.
by the Agence Tunisienne de Public-Relations,
6, rue de Hollande, Tunis, TUNISIA.

BEST COPY AVAILABLE

TT 74-55073/04

Prepared for

THE OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

and

THE NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

by the

AGENCE TUNISIENNE DE PUBLIC-RELATIONS

Prepared by Azzedine Azzouz
with the assistance of
Christiane Djemili
Margaret Duggan Saidi
Janet Djebali

P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statments of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will be, we hope, not only of use to educators and students, but also of interest to those with a general interest in North Africa.

TABLE OF CONTENTS

I ALGERIA 1

Philosophy and theory of education 1

Educational organization 1
- Secondary education. 5
- Vocational education 5
- Higher education . . 8

Adult education 12
Teaching aids 13
Special education 13
Arabization and bilingualism 13

II LIBYA 15

Philosophy and theory of education 15
Educational organization 16
- Primary education . 16
- Secondary education. 17
- Vocational education 17
- Higher education . . 18

Teaching aids 19
Religious education 19
Special education 19
Arabization and bilingualism 21

III MOROCCO 22

Educational organization 22
- Primary education . 24
- Vocational education 24
- Higher education . . 25

Religious education 25
Cooperation 25

IV TUNISIA 27

Philosophy and theory of education 27
Educational organization. 27
- Primary education. . 30
- Secondary education 31
- Vocational education 32
- Higher education . . 34

Artistic education. 37
Special education 37

TABLE OF CONTENTS CONT'D

SPECIAL PROBLEM - PRACTICAL ORIENTATION OF THE EDUCATIONAL SYSTEM IN TUNISIA 38

Articles concerning the practical orientation of education 39

List of Periodical Sources 41

List of authors 42

I. ALGERIA

Philosophy and theory of education

1. "Enseignement: S'inspirer et inspirer la culture algérienne" (Education: Inspiring itself and Algerian culture). Révolution africaine, no. 506, November 2 to 8, 1973, pp. 18-19.

An educational strategy drawn up by specialized planners treating the subject as they would any productive investment, has been substituted for the humanitarian nature of education. Added to the effort to improve education quantitatively, is an effort to improve its quality (through school libraries, original pedagogical methods, enrichment of programs and adaptation to the Algerian situation).

The major changes are democratization and reform, including among other things the creation of institutes of technology.

The basis and the form of the educational system give a profile of one aspect of the next cultural revolution.

Educational organization

2. Schliesendinger, Odile. "Politique de l'éducation en Algérie" (Educational policy in Algeria). Etudes, October 1973, pp. 371-382.

This entire analysis shows clearly the efforts made to create a culture and a school system which will be national, revolutionary, and open to "scientific humanism." The choice has been made to conduct classes entirely in Arabic, and eventually to employ the maximum number of Algerian staff. The democratization of education, and technical and scientific training, are less assured. Expenditures on education and training represent 23% of the working budget. Foreign technical aid should increase during the period of execution of the four-year plan. Algeria places its pedagogy almost solely in an economic perspective and is asking itself almost no questions on the final aims of education in itself.

3. "La rentrée scolaire" (The beginning of the new school year). Revue de Presse, vol. 18, no. 178, October 1973 (1 p).

This article reports that the September 30 and October 1 issues of El Moudjahid give statistics concerning the number of students in primary, technical and secondary schools, as well as school buildings, canteens and grants. They also give the figures on success in the baccalaureate exams. The September 29 issue gives the number of students attending establishments of religious instruction.

4. Kracheni, Mustapha. "Rentrée scolaire 1973-74. Des problèmes angoissants" (The 1973-74 school year. Worrisome problems). El Djeich, no. 125, October 1973, pp. 22-24.

Instruction for all school-age children has become a reality. This year, for the first time, the school units built in the villages of the Agrarian Revolution will be in operation. The obligation to attend secondary schools should touch the greatest possible number of students. Certain factors are a source of concern - the private schools run by commercial firms, the schools of foreign missions, and the fact that some students pursue their studies in foreign countries. The socio-political and economic environment has a profound effect on the individual's training. Another problem is posed by adolescents between the ages of 14 and 17 who have been dismissed from school and who cannot find a place in the economic system because of their age and lack of experience

5. Benzaghou, D. "Enseignement: un bilan qui souligne l'évolution du pays" (Education: a balance-sheet which emphasizes the country's development). El Moudjahid, October 2, 1973, p. 1 (1 col.).

The beginning of the school year marked a decisive step for the Algerian school, since the stage of quantitative growth has now led to a "qualitative" period characterized by a total renovation of the structures of the educational system. In addition to the setting up of an adequate substructure, important measures have been decided upon to make education profitable. By 1985, the Algerian school should have totally renovated structures.

Another point to which the authorities are giving attention is the cultural reinsertion of the children of emigrants, favored by the application of complementary instruction abroad.

6. "Rentrée scolaire - plus de 78,000 enseignants" (The new school year - more than 78,000 teachers). El Moudjahid, October 2, 1973, p. 4 (1 col.).

The numbers of teachers in the different cycles are as follows: 63,900 in elementary schools; 10,500 in secondary vocational schools; 4,000 in secondary education. The number of foreign cooperants is decreasing. The use of foreign teachers is limited to the scientific disciplines. Priority has been given to the institutes of technology in the attempt to train as many qualified Algerian personnel as possible.

7. "Les constructions et les équipements en priorité" (Buildings and facilities have priority). El Moudjahid, October 2, 1973, p. 4 (1/2 col.).

Remarkable success has been achieved in the constant effort made to guarantee all school-age children an education. Emphasis has been set on buildings (creation of some 4,400 places) and facilities. Advisors in the field of school nourishment will make it possible to control the canteens. A new administrative procedure for granting scholarships has been instituted. There will be 250,000 scholarship students in Algeria and 2,200 abroad. In the wilayas Oasis and Saoudra, all boarding students in primary schools and secondary vocational schools benefit from scholarships.

8. Maouche, Rachid. "Système pédagogique: une politique ouverte sur la recherche et la réflexion" (Pedagogical system: a policy which is open to research and reflection). El Moudjahid, October 3, 1973, p. 2.

Parents are demanding a quality education, without considering the fact that the Algerian educational system is still young. They criticize the practice of split sessions and the pedagogical system, as well as overcrowding in the classrooms.

An improvement is hoped for with the policy of Arabization, more adapted to the present situation. Problems will remain in particular in the pedagogical field, which is still at the stage of research. Audio-visual is taking over where books leave off, and western pedagogical methods have been experimented with and modified.

Great efforts have also been made in the field of textbooks.

9. "L'organisation et l'animation pédagogiques" (Pedagogical organization and animation). El Moudjahid, October 4, 1973, p. 3 (1/4 p.).

The 1973 activities of the Bureau for Pedagogical Organization and Animation bore chiefly on a qualitative improvement in the educational activity, and on the pursuit of efforts being made through a more solid mastery of the quantitative development of education.

The activity has been expressed primarily by the extinction of the secondary vocational cycle and by the setting up of transitional programs to a new general education, polytechnical education. Various measures are planned to prepare the transition.

A detailed analysis of the structures of the establishments has made it possible to set up an appropriate organization capable of carrying out quantitative and qualitative improvement.

10. Benzaghou, Djamel. "Vers un enseignement directement lié à la pratique" (Towards an education linked directly with practice). El Moudjahid, October 13, 1973, p. 6 (1 col.).

The 1973-74 school year was an important year of transition in the edification of the Algerian school. Important renovations were being made in the content and structures of the educational system. To give an idea of the transformations made so far and of those underway, authorities from the Ministry of Primary and Secondary Education gave a report on the aims of this renovation and on the principles guiding it.

The objective is to give a 9-year basic education. The principles follow from the two main choices made for the educational system: democratization and the option for scientific and technical training. Arabization is a process which has been definitively installed.

11. "Les grandes orientations du système éducatif algérien" (The overall orientations of the Algerian educational system). El Moudjahid, October 14-15, 1973, p. 8.

The renovation of the structures and content of education calls for a certain number of reforms which fall into the general scheme of the development of the Algerian educational system. A description is given of the measures taken and of the current situation.

12. Duteil, Mireille. "L'Algérie d'un plan à l'autre" (Algeria between one plan and the next). Jeune Afrique, no. 670, November 16, 1973, pp. 64 & 66.

Algeria has made her most spectacular efforts in the field of education and has fulfilled the aims of the four-year plan. There has been a 20% increase in primary school enrollment since the years just following independence. The numbers enrolled in secondary vocational schools and in secondary education proper have increased seven-fold since 1962. In the domain of higher education, two new universities have been created, and one is being built. The efforts made in both rural and urban areas are tending to eliminate the disparities.

Accelerated training risks creating difficulties (excessively rapid training starting from too low a base, multiplicity of training organs, and lack of coordination).

Educational organization - Secondary education

13. "Examens et orientations" (Examinations and orientations). El Moudjahid, October 3, 1973, p. 2 (1/2 col.).

The first part of this article reports on the distribution of candidates for the baccalaureate and on the examinations in technical education.

The second part discusses the orientation at the different levels of orientation at the end of each cycle. This requires close collaboration on the part of teachers and of advisors in the academic and professional orientation service, who are responsible for orienting the students, with favoring relations between the socio-professional world and the academic world, with academic and professional information and with evaluation. They must study the training structures and their capacity and inform parents and students concerning them.

Practical training periods have been set up for advisors and teachers.

Educational organization - Vocational education

14. Abahri, Larbi. "Formation professionnelle des adultes. I. Pour instaurer des structures nouvelles" (Adult vocational training. I. Setting up new structures). El Moudjahid, October 2, 1973, p. 6 (1/4 p.).

"II. Bordj el Bahri à l'heure des débouchés professionnels" (II. Bordj el Bahri and professional opportunities). El Moudjahid, October 3, 1973, p. 6 (1/4 p.).

The efforts made in this sector since independence in Algeria have yielded good results, but they should be pursued. It is indispensable that production firms be assured the opportunity of employing more highly qualified personnel. Adult vocational training is tending to become a complementary education to primary and secondary education.

The second article discusses the disadvantages of the adult vocational education centers and the institutes of technology. It seeks to define the reasons behind these disadvantages in order to establish what measures should be taken to remedy them. A first action is to protect the jobs of teachers in adult vocational schools.

The Bordj el Bahri training center given as an example shows a high rate of success.

15. Abahri, Larbi. "Formation professionnelle des adultes. III. Des moyens techniques à développer" (Adult vocational training. III. Technical means to be developed). El Moudjahid, October 4, 1973, p. 6.

The adult vocational training centers should have at their disposal technical means which are reinforced and renovated as a function of each industry, in order to reply to the objectives assigned them. In this article, the author attempts to present the difficulties met with by vocational education directors in the areas of staff and material. The question of teachers' salaries is an important one. It should be resolved by the statute set up by the administration.

The centers should have access to modern equipment and should not run up against difficulties in finding spare parts.

16. "Enseignement généralisé. 50,000 nouvelles inscriptions cette année" (Universal education. 50,000 new inscriptions this year). El Moudjahid, October 5, 1973, p. 3 (1/2 col.).

Universal education and courses for late beginners occupy the greater part of the CNEG program of instruction. Registration of 50,000 students is planned for the 1973-74 school year. The CNEG is trying to extend its activity in sectors of potential development linked with the country's prime concerns. They also handle the national programs of Arabization, of promotion of laborers, and of help in preparing candidates to enter university training.

17. Abahri, Larbi. "Formation professionnelle des adultes. IV. Pour de plus grands moyens d'organisation" (Adult vocational training. IV. For greater organizational means). El Moudjahid, October 5, 1973, p. 6.

In this article, the author says that emphasis should be placed on the loans to be granted each year. Socially speaking, this education should meet an increasing demand on the part of young people with no degrees. Financing methods should be revised. It is time for such financing to be increased, to permit an improvement of the present structures in techniques and personnel.

18. Abahri, Larbi. "Formation professionnelle des adultes. V. Arts graphiques: ou les premiers pas vers un normal essor" (Adult vocational training. V. Graphic arts: or the first steps towards a normal development). El Moudjahid, October 6, 1973, p. 6.

"VI. Plus de sollicitude envers les jeunes" (VI. More indulgence towards young people). El Moudjahid, October 7, 1973, p. 8.

Previous articles on vocational training have related the difficulties encountered by the FPA authorities in carrying out their activity for this nationally important training organ. This article gives an idea of the repercussions at the level of means of application when a new training is to be promoted.

In the El Affoun center, 80 trainees devote themselves to the graphic arts. Considering the constant development of techniques in this domain, the level required is higher. Conditions have been difficult because of requirements in facilities and supplies. Priority measures should be taken to allow investment in these centers as a function of the economic situation of the country.

19. Belkhodja, Amar. "Extension du Centre de formation professionnelle des adultes" (Extension of the adult vocational training center). El Moudjahid, October 28-29, 1973, p. 5.

The author visited the center of Tiaret, where the present capacity is 250 trainees. There are several sectors. All the trainees are integrated into the economic sector, whereas previously, because of an imbalance between the schools and the job market, they simply went to swell the ranks of the unemployed. At present, there is no women's section, because of a shortage of supervisors.

The present structure of the center is worthy of revision, especially from the standpoint of financial management. Social problems, too, are considerable. The trainees come from disadvantaged strata and receive inadequate financial help.

A cultural life should also be organized with the help of the library and of the residence center.

20. Abahri, Larbi. "Revoir et favoriser l'apprentissage" (Revising and favoring apprenticeship). December 2-3, 1973, p. 6 (1 1/2 col.).

A considerable number of young people leave school at the age of 14. Vocational training does not accept trainees until they are 17, and then only in a limited number, dictated by the number of available places. Apprenticeship in a firm would permit children to acquire a manual profession, reinforced by obligatory professional courses.

In order to stimulate apprenticeship, an inventory should be drawn up of the needs of each sector of activity, and another of the means which are immediately available or which could be set up within a short space of time.

21. Abahri, Larbi. "Préserver la formation et l'orientation des médecins" (Preserve the training and orientation of doctors). El Moudjahid, November 28, 1973, p. 6 (1 col.).

The rural areas suffer from a shortage of doctors, while in the large cities the opposite is true, except in certain working-class neighborhoods.

The Algerian university trains doctors and surgeons. Unfortunately, the doctor's prime concern is to ensure for himself, quickly, high earnings. Accelerated training of a new medical corps would end this situation.

Educational organization - Higher education

22. "Gestion et formation. 'L'Algérie a accepté de faire le pari de l'informatique' a déclaré M. Benyahia" (Management and training. "Algeria has decided to bet on data processing," declared Mr. Benyahia). El Moudjahid, November 23, 1973, p. 2 (1 1/2 col.).

This is the text of a speech given by the Minister of Higher Education and Scientific Research. Various observations prove the reality of data processing, and conclusions can be drawn from them for training in this field. There is a considerable risk that the programs not be suited to the real work conditions. Training in data processing should be characterized by openness and adaptability. Two sections of engineers are currently functioning at the University of Algiers in software and hardware. In addition, almost all the new university programs include an initiation into data processing.

23. Belkhodja, Amar. "L'an III de l'université populaire de Tiaret. Des résultats honorables" (The year three of the People's University of Tiaret. Respectable results). El Moudjahid culturel, no. 100, November 23, 1973 (1 p.).

The idea for this university was developed by a group of the JFLN, who wanted to prepare their professional exams, particularly in teaching. The People's University of Tiaret was opened in 1971, and ensured the advancement of adults by offering them a means of improving their socio-professional situation. The experiment has been more than successful. The 71-72 and 72-73 school years showed positive results. The voluntary

service remains one of the chief factors in the acquisition of tangible results. The schedules are set up as a function of working hours. The financial aspect is resolved with the help of the local authorities or of others from the bureau of education.

24. "L'Institut technologique de céréales de Setif" (The Setif Institute of Technology for cereal plants). El Moudjahid, November 10, 1973, p. 9 (1 col.).

A much-needed Institute of Technology for cereal plants was set up in this wilaya in the aim of meeting all the cereal production needs of the region, which is a preferred site for large cereal crop fields. The students receive grants. The teaching system is an extension of that of the agricultural schools, and the training is followed in stages. The technician must be capable of transcribing for the production staff, the theoretical notions received from higher levels. He must be familiar with production so as to be able to teach the practical realization of new methods, or to rectify others.

25. Chabane, Azzedine. "Enseignement supérieur - Rentabilité et développement" (Higher education - Profitability and development). El Moudjahid culturel, no. 95, October 5, 1973, pp. 2 & 8.

The greater the accomplishments of socialism, the greater become the efforts of the ministries responsible for education.

One of the main problems existing is caused by lack of information concerning opportunities. The industrial and agricultural sectors require large numbers of trained workers, while the figures in these sectors are extremely low. This situation can be explained by a complete lack of knowledge concerning the realities of the country, and concerning job opportunities. Some professions are more attractive than others, either for financial reasons or for reasons of prestige. Mr. Benacheron, director of higher education, emphasized the necessity of informing new graduates about job opportunities.

26. Chabane, Azzedine. "Les instituts de technologie. Clef de voûte d'une économies en expansion" (The institutes of technology. Keystone in an expanding economy). El Moudjahid culturel, No. 95, October 5, 1973, pp. 2 & 9.

After a few years in existence, the institutes of technology have proven their worth. They have become a remarkable entity in education for middle-level trained staff.

In a first step, the candidate's aptitude for a particular type of training is evaluated. Next come specialized studies. The best example of the latter is the National Institute of Metallurgy. Training in data processing is carried out by the Center for Data Processing Studies and Research, with the possibility of specialization and of training periods abroad.

27. Ouandjeli, H. "L'I.T.P.E.A. former des cadres hautement qualifiés et opérationnels" (The Institute for Promotional Techniques and Applied Economics, training highly skilled and operational staff). El Moudjahid, October 9, 1973, p. 6.

This institute just graduated its first class of engineers of statistical works and of economics analysts. This is an important event, considering the country's need for qualified workers in this sector. For this reason, the cycle of studies for the first two classes was cut from 4 to 3 years. The students have the status of civil service students. The 4th year is the year of setting up in the profession and of specialization. Studies in the first two years are common for all students. The part of the program devoted to economics is very important. Two months are reserved for practical training work.

28. Mihoubi, Abdelmalek & Karim Ribas. "L'Université face au développement" (The university in the face of development). El Moudjahid culturel, no. 104, December 21, 1973, pp. 8-10.

There is a national debate on what is the best training for an Algerian economist, on the basis of current instruction (interviews were held with four university economists) and trying to take into account the university's social mission and the specific situation in Algeria.

The reform of higher education is setting some aims in relief.

The last part of the article is entitled "Psychology and Socialist Management." The imminent application of texts bearing on the socialist organization of firms will require the use of a certain number of varied but complementary disciplines. The university must supply the necessary qualified staff.

29. "L'Université et les cadres de demain" (The university and tomorrow's qualified workers). El Moudjahid culturel, October 5, 1973, pp. 1, 8-9.

Higher education is expanding rapidly, especially in certain sectors which are vital for the development of the national economy, thanks to the successive reforms carried out over the last six years. As always, there are certain basic disciplines which condition development in different branches. The training of biologists, ecologists and genetecists is essential. The reform of the university aims at setting up Arabic as the teaching language, then at adapting structures and programs, but one problem remains, that of the distribution of the students according to discipline (careers in oceanography and genetics, for example, are less sought-after than others).

30. Abdelkrim, A. "Université: les héritiers et les volontaires" (University: the heirs and the volunteers). El Djeich, no. 127, December 1973, pp. 14-19.

The vocabulary at the Algerian university has changed as a result of changes caused by the reform, but does the new terminology reflect the level of the reforms undertaken? This is the question raised in this article, which, after recalling the university situation before independence, and the measures taken to model the structures, discusses the "Algerianization" of the programs and of the teaching staff, the problem of training those responsible for training, and the problem of Arabization. The university is suffering from the gap which exists between the aims set and the means used to attain them.

31. Metref, A. "Université: les dessous d'une situation" (University: the bad side of a situation). Revue de Presse, November 1973, vol. 18, no. 179, (1-1/2 p.).

The author of the article expresses his surprise at seeing the majority of lycee students who pass the baccalaureate, orienting themselves almost automatically towards the disciplines which are supposed to be a source of lucrative revenues, to the detriment of subjects which are vital to the national economy. There should be a more even distribution of potential, and this would be facilitated by the availability of more complete information on the various professions. In conclusion, students are questioned concerning the motivations behind their choices of fields of study.

Adult education

32. Haberba, D. "Les cours du soir, un moyen certain de promotion" (Night school, a sure means of promotion). El Moudjahid, November 29, 1973, p. 6 (1 col.).

Night courses, which are in no way linked to literacy courses, are a means of catching up for late beginners. They represent a stepping stone towards future promotion. Ever since they were instituted, they have been seen to give satisfactory results. Night courses are subjected to pedagogical orientation, and all the working methods are reviewed and applied in accordance with the student's age and level.

33. "Saïda: l'alphabétisation fonctionnelle. Les ouvriers des secteurs agricoles et industriels au premier plan" (Saïda: functional literacy. Workers in the agricultural and industrial sectors in the forefront). El Moudjahid, October 21-22, 1973, p. 8 (1 col.).

In order to modify the economic and social structures of the country, it is necessary to reinforce and raise the cultural level of the rural and working-class population, through literacy courses. Illiteracy is hindering development, and as early as 1963 a campaign was undertaken throughout the country. In Saïda, it has not produced the hoped-for results. And yet the right to instruction is claimed by the working masses. The aim in the wilaya of Saïda was to teach reading and writing to 21,000 people. This increased literacy will be of immense value to companies, but some authorities do not realize this. The worker is given both a theoretical and a practical training.

34. "INPED. Améliorer les connaissances et les aptitudes des cadres" (INPED. Improving the knowledge and aptitudes of skilled workers). El Moudjahid, October 11, 1973, p. 6 (1 col.).

The National Institute for Productivity and Industrial Development is one of a number of Algerian institutes whose existence is unknown to the general public. It falls under the Ministry of Industry and Energy, and is responsible for training and perfecting company directors and executives in the techniques of organization and management, and more especially in business administration. It organizes various types of practical training periods, and to help and advise firms it offers them consultation services. It also makes studies and helps local groups.

Since it was created, it has organized 386 periods of further practical training. Considering the human, pedagogical and material structures that have been set up, the institute is in a position to extend its activity to all of the country's most important regions.

Teaching aids

35. "Les moyens didactiques" (Didactic means). El Moudjahid, October 3, 1973, p. 2.

The National Pedagogical Institute is responsible for conceiving, drawing up, producing and implementing didactic means in educational establishments.

The opening of the 1973-74 school year has been carefully prepared. Qualitatively speaking, the effort at "Algerianization" is continuing, and is expressed in the use of new textbooks. The documents have been prepared by the IPN printing shop, whose equipment it is planned to complete. In elementary education, textbooks are supplied almost free of charge, with a symbolic participation on the part of the IDA. It is the responsibility of all to see to it that the resulting financial burden remains within reasonable limits.

Special education

36. Dehbal, M. H. "Les aveugles algériens: Des citoyens comme tous les autres" (The blind in Algeria: citizens like any others). El Moudjahid, November 30, 1973, p. 6 (1 col.).

One of the major problems of the blind is that of education. Ten thousand blind people are of school age, but only 160 go to the two schools run by the Ministry of Public Health. The authorities are requesting that this education be made dependent upon the Ministry of Primary and Secondary Education. Unfortunately the public health authorities refuse to do this, even though the schools for the blind can accomodate only a limited number of students.

Arabization and bilingualism

37. "II^{e} congrès de l'arabisation. Une terminologie unifiée pour le développement" (Second conference on Arabization. A standardized terminology for development). El Moudjahid, December 13, 1973, p. 3 (1/2 p.).

The theme of this conference, attended by delegates from universities and specialized institutions in 13 Arab countries, was "the standardization of scientific terminology in secondary education." On this occasion, the minister of primary and secondary education gave a speech in which he reminded his listeners of the importance of the Arabic language and of the place reserved by Algeria for Arabization. Arabic must evolve so that it can become a useful instrument for the sciences.

38. Amghar, M. "L'arabisation oui ... mais comment?" (Arabization yes ... but how?) El Moudjahid culturel, no. 104, December 21, 1973, p. 7.

The author first sketches the language situation in Algeria, where colonization brought in a special problem. Starting with independence, a program of Arabization was launched, with classical Arabic being taught. The interest this aroused in the beginning has decreased, because of insufficient motivation. Classical Arabic is considered a language of religion and poetry. The method of Arabization is not appropriate to the linguistic situation of the country. The major problem is one of pedagogy. Television and the newspapers can play a role, but by producing sketches with scenes from everyday life, not historical anecdotes which even Arabic literature graduates have difficulty understanding.

II. LIBYA

Philosophy and theory of education

39. Tagrid Maka. "Dirāsa fī tatwīr manhaj at-tārīkh fī al-marāhil al-ibtidā'Īyya wa al-i'adādīyya wath-thānawiyya" (A Study in the Development of the History program at the primary, preparatory and secondary school levels). Al-fajr al-jadīd (The New Dawn), October 22, 1973, p. 5.

This article is written by a graduate student of Islamic history from the University of Benghazi, who suggests a new methodology of teaching history in the Libyan schools. He urges the use of a methodology that runs parallel to Arabism, nationalism and Islam. He gives three examples of how the European view of history could be studied and contested.

He suggests that the history program should include the following: Primary school level: simplified idea of history of the Libyan revolution and of other Arab revolutions, the evil deeds of imperialism and reactionism. Preparatory school level: study of Islamic history up to the time of the Arab revolution. Secondary school level: religious interpretation of history and the Arab struggle against imperialism, the Palestinian problem; current affairs in the Third World and in the Arab world. He urges that a sense of continuity be preserved in rising from one level of study to another.

40. "Mudarrisāt al-mustaqbal wa wajahāt nazur nādhijd" (Teachers of the future and mature points of view). Al-usbu'al thaqāfī (The Cultural Weekly), December 21, 1973, pp. 10 & 11.

This article includes a series of discussions with teachers and some students on the topic of the future of education in Libya. Different critical opinions are expressed, such as: dependence on teaching methodology alone is a mistake; it is necessary to reorganize the teaching system so that upbringing and education become part of the same learning process; there should be more interaction between teachers and students and less interference by the administration; division of the students by testing is a mistake, etc. All these critical comments and opinions help the reader to form an idea of the developmental level of education in Libya.

Educational organization

41. "Mashru'u lā'iha muwhhida lilimtihānāt bijamī'a it-ta'atīm ta'atumud cala tagwīm at-tilāmīdh yawmiyyan Khilāl al'ām ad-dirāsī" (Plan for program of standardized exams for all levels of education depending more upon the daily evaluation of students throughout the school year). Al-fajr al-jadīd (The New Dawn), December 4, 1973, p. 4.

The article summarizes a proposal made by the committee for the study of the organization of testing in Libyan schools. The proposal urges a new system of testing that evaluates the student throughout the school year without complete dependence on the traditional exams held at the end of every school year. The new testing methods would set up new measurements for success or failure. It was hoped that this new testing system would go into effect during the present school year.

Educational organization - Primary education

42. "Ām madrasī jadīd" (A New School Year). Al-fajr al-jadīd (The New Dawn), October 9, 1973, p. 3.

This article discusses the opening of the new school year and focuses attention on the problems and prospects at the primary school level. In the city of Tripoli alone, 33,000 children are entering primary school for the first time. While some schools are overcrowded, others seem to be lacking students. Problems such as the following are discussed: the school buildings, teachers and books; transportation and housing facilities; special problems faced; the efforts made by a school's Popular Council to ameliorate unsuitable conditions, etc.

43. "Sura mushrifa fī mujtami'anā al-jadīd - jannatu z-zahrā" (An elevated view of our new society - the paradise of Zahra). Al-fajr al-jadīd (The New Dawn), December 3, 1973, p. 11.

This article points out the new attitude and outlook of education exemplified in schools that were set up after the Libyan Revolution (after 1970) and describes the new atmosphere found in the model Kindergarten and primary schools of "Zahra". Points discussed are: how the new program helps to shape the personalities of the children; how the most modern teaching methods are applied; the special concern with religion and the Arabic language; the various activities that are held, such as musical and theatrical groups, a morning broadcast for the children, etc. The article also discusses some of the problems faced by these experimental schools in the beginning (lack of a legal status, for example). The tone of the article is optimistic concerning the future prospects of such schools.

44. "Yajub 'ala mudarris at-tarbiyya ar-rīyādiyya an yahtammu bilikhtilāf marāhil al-namuwwu" (It is necessary for the physical education teacher to be concerned with the different stages of growth). Al-fajr al-jadīd (The New Dawn), December 5, 1973, p. 10.

This article is aimed at physical education teachers at the primary school level. The article contains a number of suggestions for making a primary level physical education class successful. Helpful hints on the following are given: necessity of gradual advance in physical exercises; training of all parts of the body; the utilization of races or competitive games; the importance of full class participation; etc.

The importance of physical education in creating a socially well-rounded and physically fit individual is also stressed.

Educational organization - Secondary education

45. "Thalātha miyya wa khamsuna taliba bilgism al-dākhilī bimadrasa Trābulus al-thānawiyya" (350 girl students living in the inner sections of the Tripoli Secondary School). Al-Balāgh (The Report), December 21, 1973, p. 3.

This article discusses the living quarters established within the grounds of the Tripoli Secondary School for 350 girls who go to secondary schools in Tripoli and who for various reasons (family situations, the long distance from their homes to the schools, lack of transportation facilities, etc.) need a place to stay. The article covers: the organization of the living quarters (3 girls share a room); the house rules, and regulations (identity cards, visiting hours, etc.); the role and attitudes of the supervisors and how they meet special problems; the social, sports and artistic activities that are held.

Educational organization - Vocational education

46. "Madrasa al-fannun was-sanāi'a al-islāmiyya" (The School of Islamic Arts and Trades). Al-fajr al-jadīd (The New Dawn), November 27, 1973, p. 3.

This article describes the program and activities of the School of Islamic Arts and Trades, that was founded by the Ottoman governor of Tripoli in 1889, and continues its program today with 220 boy students. The article includes: a description of the school and conditions for acceptance of students (who are either orphans or from poor families); a description of the program (in the departments of sewing, carpentry, electrical maintenance, metallurgy, mechanics, pottery, engraving, ornamentation, book-binding); and some comments on the future of the school.

47. "Madrasatul rahma" (The School of Mercy). Al-fajr al-jadīd (The New Dawn), December 6, 1973, p. 3.

This article describes the progress being made at the school for nurses' aides in Tripoli (which holds its classes in a fortress that was previously owned by the King of Libya). The number of students has been growing every year (from 28 girls in 1970 to 62 girls in 1973). Most of the girls who enter the school are above the primary school level, and take courses in subjects such as first aid, nursing chores, clinical cleanliness, child care, general nursing skills, etc. The article summarizes the progress of the school and the usefulness of such a nursing aid program for Libya.

Educational organization - Higher education

48. "Thalātha miyya talab dakhalū kullīyyatil handasa" (300 students enter the College of Engineering). Al-balāgh (The Report), November 12, 1973, p. 3.

This article contains general information on the program of study at the Libyan College of Engineering in Tripoli and is the result of an interview with one of the professors there. For example, the following figures are given: in 1972, 85 students graduated with degrees in engineering; in 1973, 300 new students entered; of the approximately 1,000 students enrolled in the College this year (1973) only 50 are women. The Engineering College is separated into divisions of architectural, civil, electrical and mechanical engineering and has plans for the development of aeronautical and naval engineering degree programs. The problem of "arabization" of technical engineering books is also discussed.

49. "Al-jāmi'a fī 'ām jadīd" (The University in the new year). Al-fajr al-jadīd (The New Dawn), December 2, 1973, p. 3.

This article discusses the growth of the University of Libya and its plans of expansion for the coming year. When the University of Libya was established in 1955, it consisted of one building with one college and 31 students. Now it has come to consist of 2 large universities, the University of Tripoli (which includes engineering, petroleum engineering, other physical sciences and the college of education) and the University of Benghazi (which includes arts and letters, agriculture and the social sciences). This article outlines the plans for expansion of the University of Tripoli, that include the building of appropriate facilities for the creation of a "university city" that will be a complete autonomous unit meeting the needs of the students. New courses and higher degree programs being set up are also discussed.

Teaching aids

50. "Tatwīr al-kutub al-madrasiyya bimā yitmashshā ma'a nūh al-'asr" (The promotion of school books that harmonize with the spirit of the times). Al-fajr al-jadīd (The New Dawn), December 5, 1973, p. 4.

The High Committee for School Books met for the first time on December 4, 1973 at the Ministry of Education to study and discuss the promotion, preparation and organization of better school books. The role of the Committee was to outline the general precepts of particular school books and then allot stipends to writers to compile the books following these precepts.

The general duties of the Committee were also mentioned (to review school books in the light of the educational policy and new educational developments; to outline the general form and content for schoolbooks on various subjects; to choose writers to compose schoolbooks; etc.).

Religious education

51. "Al-ma'āhad ad-dīniyya wal-mudaris al-Qurāniyya" (The religious institutes and Koranic schools). Al-fajr al-jadīd (The New Dawn), November 25, 1973, p. 5.

In Libya, there are 16 religious institutes encompassing 1,261 students. There are 4 religious institutes for girls with a total of 1,500 girl students. There are 11,755 students attending 162 Koranic schools. This article discusses the role of these religious institutes and Koranic schools in giving a religious base to the cultural revolution in Libya. The courses and teaching methods are mentioned as well as the problems faced by the new institutes and Koranic schools.

Special education

52. "Al-lajna ash-sha'abiyya lijama'iyya al-makfufin bi Tarabulus tarsumu āfāqan jadīda linishāt al-jama'iyya" (Popular Council of the Society for the Blind in Tripoli traces new horizons of activity). Al-fajr al-jadīd (The New Dawn), October 4, 1973, p. 4.

This article summarizes the new projects of the Society for the Blind in Tripoli that have been set up by the Popular Council of the educational division of the society. The new projects include: the establishment of a music group; the charging of the teachers with the study of the special problems of the blind and their treatment; the giving of compensation to blind students.

53. "Abwāb al-amal tiftak imām abnā'inā al-mahrūmīn min al-qadra 'alat-ta'abīr" (The doors of hope open to our youth deprived of the ability to talk). Al-balāgh (The Report), November 8, 1973, pp. 3 & 10.

The program of 2 schools in Libya (called "schools of hope") for children who are deaf, partially deaf or dumb are described. The sub-topics range from the conditions for acceptance of students into the special schools, to the teaching methods used and the individual attention given to students. The reporter visited one of the schools in Tripoli (having 85 students) and interviewed one of the teachers there; he also conducted an interview with an official in the Libyan administration for specialized education on the future of such education in Libya.

54. "Nūr al-islām yaghmur ad-dunyā" (The Light of Islam covers the World). Al-fajr al-jadīd (The New Dawn), November 11, 1973, p. 3.

This article discusses the program of a new Islamic Institute which has been established in Libya. The purpose of the institute is to stimulate the propagation of Islam by encouraging foreign Muslim students to come for at least a year of graduate research on some aspect of Islamic studies. The article states that this year (1973) there are 65 students from 15 different countries (mostly African and E. Asian countries) participating in the Institute's program.

The article includes facts on: conditions for acceptance of students, length of study, study methods and materials, the roles of supervisors and professors. Also, comments from some of the students, as well as from some of the professors, are quoted.

55. "Ma'a aladhīn faqadu al-basr wa lam yafqadu al-basīra" (With those who have lost their sight, but not insight). Al-balāgh (The Report), November 22, 1973, pp. 3 & 4.

This article is a report on the Light for the Blind Charity organization that was founded in Libya in 1970. In effect, the Light for the Blind organization is a school that was established for the blind to help them adjust psychologically, socially and culturally to their handicap, as well as to train them for work suitable to their capabilities. There are now 68 blind students at the school. The article discusses: the division of classes at the school (educational and vocational & telephone exchange); the compensation or scholarships available; the use of Braille; special requests of the organization; the social services offered; and future plans.

Arabization and bilingualism

56. "Limadha la na'arrabu ad dirāsa bil-kulliyya al-'ilmiyya?" (Why don't we arabize study at the College of Science?) Al-balāgh (The Report), December 5, 1973, pp. 8 & 11.

This article is the result of interviews with 3 science professors at the College of Sciences in Tripoli and contains their opinions on the topic of the future possibilities for "arabizing" the study of sciences in Libya (which are at present taught in English). Important points are brought out by each of the 3 professors, and all are optimistic about the success of an "arabization of the sciences" program if it were to be applied in Libya. Interesting comments are made concerning translations and compositions of scientific books in Arabic, the creation of specialized scientific terms in Arabic, etc.

III. MOROCCO

Educational organization

57. "La R.T.M. et la scolarisation" (The RTM and school enrollment). L'Opinion, October 4, 1973, pp. 1 & 2.

The school enrollment results are inferior to the needs. The sums of money devoted to education must not exceed a certain threshold. A judicious planning of expenditures would make it possible to increase the capacity of the school system and to ensure the quality of the education. For this, education should be Arabized and Morocconized.

58. "Dans une allocution consacrée à la rentrée scolaire et universitaire le ministre de l'Education Nationale déclare: 'La crise de l'enseignement est un phénomène universel'" (In a speech devoted to the beginning of the new academic year, the Minister of Education declares: "The educational crisis is a universal phenomenon). L'Opinion, October 17, 1973, pp. 7 & 4.

In this speech Mr. Dey Ould Bidi Baba specified that the crisis is a universal one and that its acuteness in Morocco is no greater than in any other country. The government is sparing no efforts, and 28.6% of the total government budget is alloted to the Ministry of Education. The program calls for creating 160 new classes, 24,000 new students. He emphasized the role of the normal schools, spoke of secondary education and of modern higher education, and announced the setting up of a commission to draw up new programs for religious education.

59. Annouari, O. "Réflexions sur l'enseignement à Rabat un mois après la rentrée scolaire" (Reflections on education in Rabat one month after the beginning of the school year). L'Opinion, October 30, 1973, p. 4 (1 col.).

This school year has been presented as the year of renewal and of rational work to fill the gaps that existed in former years. Nonetheless a considerable number of primary schools continue to suffer from a shortage of teachers. In secondary education, the buildings planned have not been finished. In certain lycees there is a shortage of teachers, and not all the problems have been resolved, despite the speeches that have been made.

60. "La rentrée scolaire" (The new school year). Revue de Presse, vol. 18, no. 179, November 1973 (1 p.).

Under the title "education" the article reports that the government is sparing no efforts in this vital domain. A first part of the article gives extracts from a speech given by Dey Ould Sidi Baba (see article 58).

A second part gives extracts from a declaration by the National Bureau of Secondary SNES which appeared in "El Bayane" no. 50 (November 14, 1973) under the title "La rentrée scolaire." This declaration raises the problems of dropouts and of technical education, as well as the crisis in secondary school teacher training.

61. "L'année universitaire semble se présenter sous de meilleurs auspices" (The university year seems to augur better). L'Opinion, November 2, 1973, p. 4 (1 - 1/4 col.).

The author of this article recalls somewhat briefly the events of the past year (strike, dismissals, re-registrations, unfortunate examination conditions), and asks what the current year will bring. More and more Moroccans are neglecting their studies, despite undeniable advantages provided. The government seems to have made an effort with respect to grants and to the teaching staff. But additional points of contention remain, among others the fact that students are required to furnish an extract from their police record.

62. "Dans la motion du Conseil national du Parti de l'Istiqlal sur l'enseignement et l'arabisation, le taux de scolarisation n'a pas varié depuis dix ans" (In the motion of the national council of the Istiqlal Party on education and Arabization, the school enrollment has not varied for ten years). L'Opinion, November 14, 1973, pp. 1 & 2 (2 col.).

This council, after studying the current situation with regard to education and Arabization, recalls former studies and programs presented by the party and emphasizes the necessity of taking certain questions into consideration: the universalization of education, which is running up against numerous difficulties; the educational level, which is falling, especially in terms of programs, pedagogical methods, schoolbooks and teachers; "original" (religious) education, in which no concrete results have been recorded, despite the measures the government has taken; Arabization, a principle to which the entire Moroccan population adheres, and which has been implemented in certain sectors.

63. "Le point de la généralisation de l'enseignement" (The situation with regard to making education universal). L'Opinion, December 21, 1973, p. 1.

This aim seems incapable of achievement within the framework of present economic and social policies. The situation is aggravated by the dubious use of the resources available to the education sector.

The article reproduces the figures published by the statistics Bureau; the education situation is alarming. The general average school enrollment figure for those between the ages of 7 and 19 was 27% in 1972. The percentage for girls was 17%. The education policy requires objective self-criticism and a reconsideration of the choices made at the levels of both departmental and governmental policy.

Educational organization - Primary education

64. "Enseignement élémentaire - le mal empire" (Elementary education - a bad situation grows worse). L'Opinion, December 15, 1973, p. 4 (1 col.).

The shortage of teaching staff is aggravated by the assigning of some members to positions as directors' secretaries in a number of schools. Classes are cancelled and the students from them go to join the other, already overcrowded classes. An analytical study of educational sectors shows up a number of defects in all cycles. Elementary education remains obstructed in its development and in its functioning by the system, by the number of children, by the linguistic duality, by the unsuitability of the programs and method in force, and by the lack of rational credits and pedagogical organizations.

Educational organization - Vocational education

65. Annouari, Omar. "Formation professionnelle: le paradoxe d'un enseignement" (Vocational training: The paradox of one education sector). L'Opinion, December 29, 1973, p. 4.

In all countries, vocational training is attracting special interest. In Morocco, despite what the authorities say, the situation is far from satisfactory. This article reveals the defects in one of the country's largest centers, the center for vocational technical training. The levels of the courses and the teaching methods are inadequate. The students hold a useless diploma and swell the ranks of the unemployed at the same time that Morocco suffers from a shortage of specialized technical workers.

Educational organization - Higher education

66. "Lettre ouverte de l'UGEM au Ministre de l'Education nationale" (An open letter from the UGEM to the Minister of Education). L'Opinion, December 13, 1973, pp. 1 & 3.

In this letter, the General Union of Moroccan students discusses the different problems confronting higher education in Morocco, namely: the halt in student registration, the difficulties encountered by students with the "licence" degree in registering for higher diplomas, grants, higher studies abroad, university facilities and overcrowding, lodgings and restaurants.

Religious education

67. Annouari, Omar. "Les écoles coraniques - un enseignement à réformer" (The koranic schools - an instruction which must be reformed). L'Opinion, December 26, 1973, p. 4 (1 col.).

In 1966 the government launched the operation "Koranic Schools", which provided great possibilities for training and educating children on the bases of their Moroccan heritage and of the Islamic religion. Children must attend these schools before entering primary school, when they are from 4 to 7 years old. The schools do not function as the citizens would wish them to, and a reform of the structure and bases of the instruction given in these schools is proving necessary.

Cooperation

68. "Coopération et formation des cadres" (Cooperation and the training of skilled manpower). L'Opinion, December 20, 1973, p.1.

The training of skilled manpower has been the second item in priority in Moroccan plans for ten years.

It has not been possible to balance the offer with the demand, despite the priority which the 1965-67 and 68-72 plans have given to the training effort. Cooperation has been, for the authorities, a vital way of compensating for the inadequacies of the training policy. Education is still the sector in which there is the greatest need for cooperation, and it is the sector which is most victimized by various problems.

The conception of the French authorities in the field of cooperation is favorable to the training of Moroccan teachers, but their Moroccan colleagues must reconsider the defective policy.

69. Masquet, Brigitte. "La coopération culturelle franco-marocaine" (Cultural cooperation between France and Morocco). Maghreb, no. 60, November-December 1973, pp. 21-26.

The author of this article characterizes cooperation by three main features: its numerical importance, its relative failure in comparison with the aims, and the inequality of the division of its cost between France and Morocco, to the detriment of the latter country. This report explains the unease aroused in both the cooperants and the Moroccans. A feeling which is sometimes expressed in an open challenging of cooperation, which is denounced as cultural neo-colonialism, and of the educational institution. For the last two years, the French and Moroccan governments seem to have been working towards a recasting of the cooperation policy; according to the new technical and cultural assistance convention signed in January 1972, an attempt will be made to replace the simple management of cooperants by a policy of "training the trainers."

IV. TUNISIA

Philosophy and theory of education

70. "M. Driss Guiga préside la réunion du Conseil Supérieur de l'Education" (Driss Guiga presides over the Higher Education Council). La Presse, November 20, 1973, p. 9 (1/2 col.).

This meeting was held to study the pre-projects for the reorganization of higher education. The drawing up of these pre-projects was prompted by an excessive increase in the number of students, a disequilibrium between the profitability of education and the needs of business, and a lack of profitability of higher education in the first cycle.

Giving the outlines of these pre-projects, Mr. Guiga emphasized that they are based on two principles: definition of spheres of responsibility and the necessity for organizing higher education in the manner of a business.

71. "Evaluation d'une expérience d'initiation au travail manuel (ITM)en 5e et 6e années de l'enseignement primaire" (The evaluation of an experiment in initiation into manual work in the 5th and 6th years of primary school). Tunis, INSE, December 1973, pp. 3-7.

The 1958 program was devoted only in a very small proportion to psycho-gestural education and manual work. It did not contribute to the development of the child's total personality.

The problem of revising the aims of primary school education arose for the first time in 1968. A small-scale experiment set up in 1971-72 consisted in initiating children into manual work in the 5th and 6th years of primary school. This experiment was subsequently extended to 14 centers scattered throughout 8 governorates.

After having tested the effectiveness of the experimental program of the ITM, the research team opted to maintain the project, adding certain corrections and revisions concerning structures, programs and methods.

Educational organization

72. "La rentrée scolaire" (The beginning of the new school year). Revue de Presse, October 1973.

This article reports that the newspaper "L'Action" of September 26, 1973, published a report on the past school year, giving the numbers of students, of dropouts and of classrooms. The Minister of Education decided that no student would be allowed to repeat a year twice, and that passage from one class to the next would be facilitated.

In another article, entitled "Une rentrée à la mesure de nos espoirs" (A new school year worthy of our hopes), L'Action of October 2, 1973, detailed the situation for the 73-74 school year. There should be no more than 37 students per class, whereas there used to be from 45 to 50. New lycées have been built. As a result of a call sent out, engineers will give courses in certain fields. Further training, in French, will be given at the Higher Normal School for surplus Arabic teachers.

73. "L'enseignement des mathématiques" (The teaching of mathematics). An-Nachra At-Tarbawya, Revue Pédagogique, nos. 7 & 8, 1973, 204 pp.

This special issue contains a series of articles on math instruction in secondary and primary schools.

74. "Education, développement rural et projet éducatif" (Education, rural development and educational project). Republic of Tunisia, Planning Bureau, October 1973, 15 pp.

The problem raised in this note is how education can contribute to defining the projected role of rural society in economic and social development. Two basic contradictions arise from the problems of rural development. The rural world must be rehabilitated, and this can be done by education, but not in its present form. The long-term aims of education for rural development are those of a complete renovation of the rural environment, accomplished from within. The objectives of training should be redefined. The educational project can promote development only if it leans on tangible realities, and its objectives must be sufficiently diverse to reply to the needs of urban and rural zones. Before the content of such a program is determined, a certain number of works should be undertaken. A suggested list of actions to be undertaken, is found in an appendix.

75. Ben Amor, Moncef. "Où en est l'enseignement privé en Tunisie?" (What is the private education situation in Tunisia?) La Presse, October 24, 1973, p. 2; November 9, 1973, p. 2; November 20, 1973, p. 2 (6 col.).

A number of private schools have been created recently, and particular importance should be accorded to this sector.

The first article is an introduction. One chapter has been devoted to the students; a second has been devoted to the teachers and the directors.

The second part concerns the actual inquiry carried out in the schools.

The third part gives the impressions of three private education authorities. Meetings were held with a director, with the president of the establishment directors' association, and with an authority of the Ministry of Education, who answered questions related to the survey.

76. Bourguiba, Habib Jr. "Reflexions sur la situation de l'enseignement en Tunisie et les conséquences de l'expérience entreprise au lendemain de l'indépendance" (Reflections on the educational system in Tunisia and the consequences of the experiment undertaken just after independence). L'Action, November 29, 1973.

This article discusses the fate of those who fail out of the present educational system, and of the attempt to recover these young people. It gives certain ideas concerning the new policy which should guide education. It also discusses primary and secondary education, and the future of those graduating from the university, both now and after the reform.

77. "Clôturant le premier congrès des écoles privées en Tunisie, M. Driss Guiga: 'une concurrence entre les enseignements public et privé ne peut être que bénéfique pour le pays'" (Closing the first conference on private schools held in Tunisia, Driss Guiga: "competition between public and private education can only be beneficial to the country"). La Presse, December 15, 1973, p. 2 (1 col.).

In this speech Driss Guiga, minister of education, analyzed in particular the three main points related to private education:

- the role of this form of education and its aims (integration of students who do not fulfill the conditions for government schools, experiments with better educational methods, adapting to the demands of the market);

- the organic and legal relation binding national to private education (strict government control and the necessity for an annually-renewed authorization). There are 125 schools, with 30,000 students, for the primary, secondary and vocational cycles;

- the future of private instruction in Tunisia. The minister emphasized the necessity of bringing this form of education into line with national educational aims.

78. "Devant l'assemblée nationale réunie en séance plénière, le Premier Ministre expose les grandes lignes du Budget économique et du Budget de l'Etat pour 1974. M. Nouira: la Tunisie s'est engagée résolument dans une mutation profonde touchant la vie économique, sociale et financière" (Before the national assembly meeting in plenary session, the prime minister discusses the outlines of the economic budget and of the state budget for 1974. Mr. Nouira: Tunisia has resolutely undertaken a profound change touching economic, social and financial life). L'Action, December 18, 1973.

Important reforms are to be made in education in 1974 within the perspectives of the 1973-1976 four-year plan. The reform of the educational system will take time. School and Lycee committees are to be created. More attention will be given to the development of the students' technical and manual aptitudes. An attempt will be made to reduce the proportion of students repeating classes. The statute of the teaching staff will be improved, and attempts will be made to increase the proportion of girls enrolled.

Several actions are planned in the field of secondary education. A new plan will make possible the more rapid replacement of cooperants by Tunisian teachers.

Higher education would benefit from being reorganized. The orientation system is to be reexamined.

Educational organization - Primary education

79. "L'Initiation aux travaux manuels développe la créativité des élèves" (Introduction to manual work develops pupils' creativity). La Presse, October 20, 1973.

This article gives a brief background of the experiment of Introduction to Manual Work (ITM), the aim of which was to introduce manual work in the last classes of primary education. The experiment was carried out in 14 sections in the various governorates of the country. The essential aim was the possibility of opening the school out onto the real environment, of revalorizing manual work, and of providing motivation towards technical careers.

The results which have been achieved since November 1972 are not yet sufficient to indicate that the experiment is a complete success. Nevertheless it is arousing great interest on the part of students, teachers and parents.

80. "Dossier de la semaine. L'enseignement primaire: élèves et enseignants" (The week's file. Primary education: students and teachers). L'Action, October 21, 1973.

In this article, three women responsible for different but complementary educational sectors, give their points of view concerning the students in the normal schools and the impact of their training on the young generations of primary education.

81. "L'Initiation aux travaux manuels contribue au renouveau pédagogique de l'enseignement primaire" (The introduction to manual work contributes to the pedagogical renewal of primary education). La Presse, October 25, 1973, p. 2 (3 col.).

With the pursuit of the experiment of the Introduction to Manual Work, this article goes into greater detail concerning the results which have already been observed and the prospects for the future. Organized visits to the different sections have made it possible to gather information which is of value in evaluating the experiment. Most of the pupils concerned have shown real interest. Observations were made as to the pupils' general knowledge and their behavior. Most of the teachers' reactions were favorable. They see in this experiment a real means to academic renovation.

The works of the National Council for Vocational Training and Employment will make it possible to draw the outlines of the policy for the renovation of primary education.

Educational organization - Secondary education

82. "Formation du personnel enseignant des disciplines générales de l'Enseignement du second degré" (Training of the teaching staff in the general disciplines of secondary education). Projects of the Higher Normal Schools of Tunis and Sousse. Republic of Tunisia, Ministry of Education, November 1973, 45 pp.

This is a brief analysis of the situation in secondary education (structure, numbers, plans, financial effort, etc.), followed by an account of the main points concerning the financial burden of cultural cooperation. It specifies the principal elements of the plan for replacing cooperant secondary school teachers by Tunisians, and discusses the economic aspects of the project of Higher Normal Schools, which are considered to be the chief means of achieving this plan of replacement.

Educational organization - Vocational education

83. "La jeunesse, l'entreprise et la formation professionnelle" (Youth, business, and vocational training). Tunisie Entreprises, no. 6 (October 1973), pp. 30-32.

To satisfy the urgent need for skilled labor which has arisen because of the rapid development of industry since independence, the Tunisian government has decided to set up a system of training capable of preparing this manpower rapidly. In the beginning, an appeal was made to international cooperation. This article deals mainly with the center in Rades, which since 1964 has been operating with the aim of training vocational educators, preparing programs and audio-visual means, and giving further training to already-employed skilled workers. The results are appreciable, but some problems still remain to be solved.

84. Derouiche (Larbi). "La restructuration du préapprentissage, une mesure dictée par les réalités économiques et sociales de la Tunisie" (The reorganization of pre-apprenticeship, a measure dictated by Tunisia's economic and social situation). La Presse, October 12, 1973, p. 2 (2 col.).

Several thousand young people who have failed out of primary and secondary schools are getting ready to take the entrance examinations for the different pre-apprenticeship centers of the OTTEEFP (Bureau for Tunisian Workers Abroad, for Labor and for Vocational Training). This article draws attention to the improvements that the OTTEEFP has made in the classic pre-apprenticeship formula so as to adapt the training system to the country's needs in economic development and to its current social situation.

After revealing the disadvantages of the classic program, which have only increased in magnitude, the author indicates the advantages of the reform introduced to make pre-apprenticeship more profitable and more effective.

The problem of failures remains, since their number far exceeds the capacities of the existing institutions.

85. "Une nouvelle formule d'apprentissage au service de la formation professionnelle" (A new apprenticeship program at the service of vocational training). La Presse, October 22, 1973, p. 5 (1 1/2 col.).

In the field of tourism, vocational education is capable of providing only 60% of the necessary staff. There are plans to create centers which will ensure a one-year accelerated training for students after the 5th and 6th years of secondary school.

The commission charged by the Ministry of Planning with specifying the aims of vocational training in the hotel sector has decided, for a number of reasons, to maintain pre-apprenticeship and apprenticeship for the training of manpower. Changes will be made to improve the level of the training. The implementation of this new program will make it necessary to prepare new training programs, and to organize apprenticeship methodically.

86. "Pour le développement de la formation professionnelle, un centre national de construction métallique à Mégrine" (For the expansion of vocational training, a national center for metal construction in Megrine). La Presse, December 13, 1973, p. 2 (1 col.).

Since 1957, Tunisia has had a vocational training substructure capable of providing the national market with basic skilled manpower. There are twenty-six centers scattered throughout the country, training workers for industry, building and commerce. Certain problems have arisen, and a policy of sectorialization has been drawn up to specialize these centers in the light of the needs of the different economic sectors, and on a national scale. There are centers in Ariana, Monastir, Ben Arous, and Megrine. So that these centers may fulfill their functions, a dialogue should be initiated between the professional structures and the structures of vocational training.

87. "Motions adoptées par le Conseil National de la formation professionnelle et de l'emploi" (Motions adopted by the National Council for vocational training and for employment). La Presse, December 16, 1973, p. 4 (2 col.).

The commission for vocational training, after hearing and analyzing a speech by the Prime Minister, Hedi Nouira, and taking into account the technical studies done by the OTTEEFP, has adopted the following recommendations.

Vocational training is closely linked to employment, and differs from education both in its aims and in its means.

The problem of school failures is a national problem, the solution of which requires the joint efforts of all the training structures, and the setting up of an effective orientation policy.

There follow questions relative to the vocational training structures, and questions concerning pre-apprenticeship, apprenticeship, adult vocational training, and practical training periods for further training and professional promotion.

Educational organization - Higher education

88. "Ecole de la statistique" (The statistics school). ONOU Informations, October 1973, 10 pp.

This school has been training Technical Assistants for Statistics and Economic Studies since 1965, and Technical Agents for Statistics since October 1967. It includes two, two-year sections for the former and two, one-year sections for the latter. This pamphlet gives the length of studies, the organization of the courses and the conditions for admission.

89. "Organisation de l'Office National des Oeuvres Universitaires" (Organization of the National Bureau for University Activities). ONOU Informations, no. 4, October 1973, 8 pp.

Created on March 10, 1970, the ONOU is an establishment responsible for seeing that students have decent living and study conditions; for centralizing and administering grants for higher education; for building, managing and supervising student housing; for promoting medical and social aid.

90. "Institut supérieur de gestion" (The higher management institute). ONOU Informations, no. 4, October 1973, 9 pp.

The aim of this institute is to train skilled management personnel capable of taking over positions of responsibility in businesses and in government offices. It carries out several functions (3rd-cycle teaching, training and further training of executives, management research, advice), which are described in detail in this article, as are the conditions for admission.

91. "Rentrée universitaire. M. Guiga: Les crédits alloués à l'université témoignent de l'importance qu'accorde le gouvernement à l'enseignement supérieure" (The beginning of the university year. Mr. Guiga: The credits allotted the university show the importance the government attaches to higher education). La Presse, October 23, 1973, p. 4 (2 col.).

Driss Guiga, Minister of Education, gave a press conference on the new university year and on past and imminent achievements.

He reviewed the projects of the coming months, and spoke of the problem of the administrative organization of higher education.

The aim, with respect to trained staff, is to improve both quantity and quality, and to fill as many positions as possible with Tunisians.

The minister spoke of the new statute for skilled employees in higher education, and indicated that the number of students will be 12,150 or 20% more than last year. He also discussed social accomplishments (housing, restaurants, grants) and ended by speaking of the output at the university, emphasizing the importance which the government places on higher education.

92. "Decret no. 73-516 du 30 Oct. 1973 portant organization de la vie universitaire" (Decree no. 73-516 of Oct. 30, 1973, dealing with the organization of university life). JORT no. 41, November 2-6, 1973, pp. 1717-1718.

This decree indicates the mission of higher education. It gives the details on registration and those governing class attendance. The students' behavior in the establishment should conform to certain principles. Student representatives are chosen by election, following forms defined by the council of the establishment and approved by the Minister of Education.

93. "Decret no. 73-517 du 30 Oct. 1973 fixant la mission, les attributions et l'organisation de l'enseignement de l'Institut de Presse et des Sciences de l'Information" (Decree no. 73-517 of October 30, 1973, defining the mission, the powers and the organization of the instruction at the Press and Information Sciences Institute). JORT no. 41, November 2-6, 1973, pp. 1718-1720.

This decree indicates that the Press Institute is an establishment of higher education giving specialized instruction in the problems and methods of information and ensuring a general training based on a knowledge of the national situation and of the contemporary world. It defines its mission and indicates how the studies and the administration are organized.

94. "Arreté du 16 nov. 1973 portant organisation du doctorat d'état es-lettres et sciences humaines au sein de la Faculté des Lettres et des Sciences humaines" (Bill of Nov. 16, 1973, dealing with the organization of the "doctorat d'état" in letters and humanities at the Faculty of Letters and Humanities). JORT, no.43, November 16, 20, 23, 27, 1973, pp. 1894-1895.

The "doctorat d'état" is issued to candidates who have submitted and defended a piece of research work. An "agrégation" in letters or a Diploma of Further Research is necessary for a student to qualify. Other information is given on the details of preparing and defending the thesis.

95. "Arrêté du 16 nov. 1973 portant réorganisation des enseignements de l'école normale des professeurs adjoints" (Bill of November 16, 1973, dealing with the reorganization of the instruction at the normal school for assistant secondary school teachers). JORT, no. 43, November 16, 20, 23, 27, 1973, pp. 1895-1903.

This bill defines the training system for first-cycle secondary and technical teachers. It is followed by an appendix giving the details for competing for the certificate of aptitude.

96. Tabbane, Ch. "Sur la nécessité d'une réforme des études médicales en Tunisie. Quelques suggestions" (On the necessity for a reform of medical studies in Tunisia. Some suggestions). Tunisie Médicale, November-December 1973, pp. 391-396.

The system of medical studies in Tunisia is shown as being strongly influenced by the French training of its promoters, and by great concern for the value of the Tunisian degree. It has thus proven heavy and exhausting for the students, and costly and inappropriate for the country. A reform has become necessary. The criticisms of the present system are considered here from the national and university points of view.

Suggestions are made for training general practitioners by reconciling quality with the shortest possible period of study.

97. "Formation d'analystes économistes agricoles" (Training of agricultural economic analysts). La Presse, December 13, 1973, p. 8.

The Tunisian government has obtained the assistance of the Destour party to train and assist the analysts which are needed by the agricultural sector. The project planned, called "training in agricultural studies," is to extend over two years.

The immediate aims are to build up a team of Tunisian economists and engineers capable of preparing projects of agricultural investment, to initiate the staffs of government and private organisms into analysis and management techniques through seminars, practical training periods, etc., to cooperate in training the future executives of the Tunisian agricultural economy, and to contribute to enhancing agronomic research.

98. "Organisation d'un enseignement du 3° cycle à la faculté des lettres et des sciences humaines" (Organization of 3rd-cycle instruction at the faculty of letters and humanities). La Presse, December 16, 1973, p. 2 (1/4 p.).

Starting this year, there will be, at the Faculty of Letters and Humanities, a third cycle of instruction at the completion of which a "Diploma of Further Research" is awarded. Candidates must have a "maîtrise" degree or its equivalent. The minimum period of study is 3 years, and a short research dissertation must be presented at the end of it.

Artistic education

99. "M. Chedli Klibi préside l'ouverture de l'année universitaire à l'Institut technologique d'art" (Chedli Klibi presides over the opening of the academic year at the technological institute of art). La Presse, October 17, 1973, p. 5 (1 1/2 col.).

The Minister of Cultural Affairs, Chedli Klibi, presided over the opening of the university year at the technological institute of art, architecture and city planning. The institute groups one section of the fine arts school and one architecture section, because of the complementary nature of these two fields. The education provided by the institute is equivalent to that given in similar establishments in Europe, and will prepare teachers and artists of a high level.

Special education

100. "M. Mohamed Rajhi, Secrétaire de l'Union Nationale des Aveugles. 'On compte actuellement près de 20,000 aveugles en Tunisie!" (Mohamed Rajhi, Secretary of the National Union of the Blind. "There are at present more than 20,000 blind people in Tunisia"). La Presse, November 16, 1973, p. 2.

The achievements of the U.N.A.T. (National Union of the Blind) respond to all the needs of the visually handicapped in Tunisia, particularly in the fields of teaching and vocational education. In the field of education, the substructure is sufficient, and consists of an institute at Bir Kasaa which gives to young blind people between the ages of 4 and 17, pre-school and primary education and free boarding facilities. For the secondary and technical cycle, there is an institute in Sousse. Five centers give vocational training in the fields of agriculture, weaving, brush ware, secretarial work, telex, adjusting and mounting.

SPECIAL PROBLEM - PRACTICAL ORIENTATION OF THE EDUCATIONAL SYSTEM IN TUNISIA

The idea of adapting a country's educational system to its needs in economic development, and of taking into consideration the relation between education investment costs and their effectiveness, has become a prime concern of the education authorities in many countries. Tunisia's authorities have become particularly concerned with the disequilibrium between the job market and the economy's needs, on the one hand, and the qualifications of those leaving school on the other.

The slogan for the 1973-74 school year was "the productivity of education at the service of society," and measures have been taken at all levels to implement the economic profitability of the system. New orientations (towards scientific subjects and towards manual work) have been introduced in the primary and secondary schools. An attempt has been made to increase the students' awareness of the economic situation by opening the school more onto Tunisian society.

In addition to the encouragement of scientific and technical studies in the ordinary school system, immense efforts are being made to fill the country's need for skilled laborers and at the same time to save as many as possible of the students who drop or fail out of the schools and who would otherwise join the ranks of the unemployed.

Also in the field of vocational education, efforts are being made (by the National Council for Vocational Training and Employment the OTTEEFP, the Department of Education, private firms) to coordinate the training offered and the jobs or sectors where the greatest demand exists. Collaboration has been initiated, for example, with the government departments, for the use of the workshops of the technical lycees and of the Ministry of Defense.

It is not only structures and orientations which must be changed; a certain amount of prejudice must be overcome, by proving that intellectual worth is not incompatible with manual work.

Articles concerning the practical orientation of education

(1) "Au congrès de la cellule de Monastir, M. Driss Guiga exhorte les jeunes à s'orienter vers les sections techniques et scientifiques" (At the conference of the Monastir cell, Driss Guiga exhorts young people to orient themselves towards the technical and scientific sections). La Presse, April 10, 1973, p. 4 (1 col.).

(2) "Présidant le congrès de la cellule destourienne de Tourbet El Boy. M. Fraj Jabbès: encourager davantage l'enseignement technique et professionnel" (Presiding over the conference of the Destour cell of Tourbet El Boy. Fraj Jabbes: greater encouragement should be given technical and vocational education). La Presse, April 24, 1973 (1 col.)

(3) "M. Hedi Nouira: notre politique consiste essentiellement à élever le niveau de l'homme tunisien moralement et matériellement" (Hedi Nouira: our policy consists basically in raising the Tunisian's level morally and materially). La Presse, May 29, 1973.

(4) "Priorité aux sciences et à la technique" (Priority to the sciences and to technology). La Presse, June 15, 1973, p. 1 (1 col.).

(5) "Sous le signe de 'La rentabilité de l'école au service de la société tunisienne.' La rentrée scolaire" (Under the slogan "The profitability of the school at the service of Tunisian society." The new school year). La Presse, October 2, 1973, p. 2.

(6) "La formation professionnelle au service du travailleur et de l'entreprise" (Vocational training at the service of the worker and of the firm). La Presse, October 2, 1973.

(7) "En marge de l'année scolaire qui commence. La productivité de l'enseignement au service de la société" (Remarks on the school year which is beginning. Productivity of education at the service of society). L'Action, October 4, 1973.

(8) "Enseignement général ou formation professionnelle. L'éducation vise l'épanouissement de l'individu conformément à ses capacités et à ses aspirations" (General education or vocational training. Education is aimed at the expansion of the individual in accordance with his capacities and aspirations). La Presse, October 17, 1973, p. 2 (1 1/2 col.).

(9) "La coopération entre l'Education Nationale et l'OTTEFFP doit préserver l'intégrité des deux systèmes" (The cooperation between the Ministry of Education and the OTTEFFP should preserve the integrity of each system). La Presse, October 18, 1973, p. 2 (2 col.).

(10) "Présidant l'ouverture des travaux du Conseil National de la formation professionnelle et de l'emploi, M. Hedi Nouira: 'Notre conception de l'éducation et de la formation professionnelle doit s'adapter à nos besoins réels et aux prévisions de nos plans de développement'" (Presiding over the opening of the works of the National Council for vocational training and employment, Hedi Nouira: "Our conception of education and of vocational training should be adapted to our real needs and to the predictions of our development plans"). La Presse, December 12, 1973, pp. 1 & 4.

LIST OF PERIODICAL SOURCES

L'Action
Al-balāgh
Al-fajr al-jadīd
Al-usbu'al thaqāfī
An-Nachra-Al-Tarbawya, Revue Pédagogique
Bulletin de liaison et d'information, INSE, Tunis
El Djeich
El Moudjahid
Etudes
International journal of comparative sociology
Jeune Afrique
Journal officiel de la république tunisienne
Liaisons information orientation scolaire
Maghreb
ONOU informations
L'Opinion
La Presse
Révolution africaine
Revue de Presse
Tunisie entreprise
Tunisie Médicale

LIST OF AUTHORS

Abahri, Larbi 14, 15, 17, 18, 20, 21
Abdelkrim, A. 30
Amghar, M. 38
Annouari, Omar 59, 65, 67
Belkhodja, Amar 19, 23
Ben Amor, Moncef 75
Benzaghou, Djamel 5
Bourguiba, Habib Jr. 76
Chabane, Azzedine 25, 26
Dehbal, M.H. 36
Derouiche, Larbi 84
Duteil, Mireille 12
Haberba, D. 32
Kracheni, Mustapha 4
Maouche, Rachid 8
Masquet, Brigitte 69
Metref, A. 31
Mihoubi, Abdelmalek 28
Ouandjeli, H. 27
Schliesendinger, Odile 2
Tabbane, Ch. 96
Tagrid, Naka 39